

Grade Level	Reading Standard #1	
CCR	RL	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	RI	
	RH	
	RST	
11 th - 12 th	RL	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
	RST	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
9 th - 10 th	RL	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
	RST	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
8 th	RL	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.
	RST	Cite specific textual evidence to support analysis of science and technical texts.
7 th	RL	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.
	RST	Cite specific textual evidence to support analysis of science and technical texts.
6 th	RL	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
	RI	
	RH	Cite specific textual evidence to support analysis of primary and secondary sources.
	RST	Cite specific textual evidence to support analysis of science and technical texts.
5 th	RL	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI	
4 th	RL	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	RI	
3 rd	RL	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
	RI	
2 nd	RL	Ask and answer questions such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
	RI	
1 st	RL	Ask and answer questions about key details in a text.
	RI	
K	RL	With prompting and support ask and answer questions about key details in a text.
	RI	

Grade Level	Reading Standard #2	
CCR	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
11 th - 12 th	RL	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
	RI	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
	RST	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
9 th - 10 th	RL	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RI	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
	RST	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
8 th	RL	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
	RI	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
7 th	RL	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
	RI	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
6 th	RL	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	RI	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
	RH	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
	RST	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

5th	RL	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
	RI	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
4th	RL	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
	RI	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
3rd	RL	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
	RI	Determine the main idea of a text; recount the key details and explain how they support the main idea.
2nd	RL	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
	RI	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
1st	RL	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
	RI	Identify the main topic and retell key details of a text.
K	RL	With prompting and support, retell familiar stories, including key details.
	RI	With prompting and support, identify the main topic and retell key details of a text.

Grade Level	Reading Standard #3	
CCR	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
11 th - 12 th	RL	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	RI	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	RH	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
	RST	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
9 th - 10 th	RL	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
	RI	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
	RH	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	RST	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
8 th	RL	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
	RI	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
	RH	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	RST	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
7 th	RL	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
	RI	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
	RH	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	RST	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
6 th	RL	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
	RI	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
	RH	Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	RST	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

5th	RL	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	RI	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
4th	RL	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
	RI	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
3rd	RL	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
	RI	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2nd	RL	Describe how characters in a story respond to major events and challenges.
	RI	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
1st	RL	Describe characters, settings, and major events in a story, using key details.
	RI	Describe the connection between two individuals, events, ideas, or pieces of information in a text.
K	RL	With prompting and support, identify characters, settings, and major events in a story.
	RI	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Grade Level	Reading Standard #4	
CCR	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning and tone.	
11 th -12 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key terms over the course of a text (e.g., how Madison defines <i>fraction</i> in <i>Federalist</i> No. 10).
	RH	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key terms over the course of a text (e.g., how Madison defines <i>fraction</i> in <i>Federalist</i> No. 10).
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 11-12 texts and topics</i> .
9 th -10 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of a specific word choice on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary describing political, social, or economic aspects of history/social studies.
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i> .
8 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone, including analogies or allusions to other texts.
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
7 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or selection of a story or drama.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
6 th	RL	Determine the meaning of words and phrases as they are used in text, including figurative and

		connotative meanings; analyze the impact of a specific word choice on meaning and tone.
	RI	Determine the meaning of words and phrases in a text, including figurative, connotative, and technical meanings.
	RH	Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.
	RST	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6-8 texts and topics</i> .
5th	RL	Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
4th	RL	Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters found in mythology (e.g. Herculean).
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
3rd	RL	Determine the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language.
	RI	Determine the meaning general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .
2nd	RL	Describe how words and phrases (e.g. regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
	RI	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
1st	RL	Identify words and phrases in stories or poems that suggest feelings or appeal to senses.
	RI	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
K	RL	Ask and answer questions about unknown words in a text.
	RI	With prompting and support, ask and answer questions about unknown words in a text.

Grade Level	Reading Standard #5	
CCR	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
11 th -12 th	RL	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
	RI	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
	RH	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
	RST	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
9 th -10 th	RL	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
	RI	Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
	RH	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
	RST	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).
8 th	RL	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
	RI	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
7 th	RL	Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
	RI	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6 th	RL	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
	RI	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
	RH	Describe how a text presents information (e.g., sequentially, comparatively, causally).
	RST	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
5 th	RL	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
	RI	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

4th	RL	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
	RI	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
3rd	RL	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
	RI	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
2nd	RL	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	RI	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
1st	RL	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
	RI	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
K	RL	Recognize common types of texts (e.g., storybooks, poems).
	RI	Identify the front cover, back cover, and title page of a book.

Grade Level	Reading Standard #6	
CCR	Assess how point of view or purpose shapes the content and style of a text.	
11 th -12 th	RL	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	RI	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
	RH	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	RST	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
9 th -10 th	RL	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	RI	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	RH	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
	RST	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
8 th	RL	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
	RI	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
	RH	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	RST	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
7 th	RL	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
	RI	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
	RH	Identify aspects of a text that reveal an author's of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	RST	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
6 th	RL	Explain how an author develops the point of view of the narrator or speaker in a text.
	RI	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
	RH	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
	RST	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
5 th	RL	Describe how a narrator's or speaker's point of view influences how events are described.
	RI	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

4th	RL	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
	RI	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
3rd	RL	Distinguish their own point of view from that of the narrator or those of the characters.
	RI	Distinguish their own point of view from that of the author of a text.
2nd	RL	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
	RI	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
1st	RL	Identify who is telling the story at various points in a text.
	RI	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
K	RL	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
	RI	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Grade Level	Reading Standard #7	
CCR	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	
11 th -12 th	RL	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
	RI	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	RH	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
	RST	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
9 th -10 th	RL	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).
	RI	Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
	RH	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
	RST	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
8 th	RL	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
	RI	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
7 th	RL	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
	RI	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6th	RL	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
	RI	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
	RH	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
	RST	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
5th	RL	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	RI	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
4th	RL	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
	RI	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
3rd	RL	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
	RI	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
2nd	RL	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
	RI	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
1st	RL	Use illustrations and details in a story to describe its characters, setting, or events.
	RI	Use the illustrations and details in a text to describe its key ideas.
K	RL	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
	RI	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Grade Level	Reading Standard #8	
CCR	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
11 th -12 th	RL	(Not applicable to literature)
	RI	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
	RH	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	RST	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9 th -10 th	RL	(Not applicable to literature)
	RI	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
	RH	Compare and contrast treatments of the same topic in several primary and secondary sources.
	RST	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
8 th	RL	(Not applicable to literature)
	RI	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
7 th	RL	(Not applicable to literature)
	RI	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
6 th	RL	(Not applicable to literature)
	RI	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
5 th	RL	(Not applicable to literature)
	RI	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
4 th	RL	(Not applicable to literature)
	RI	Explain how an author uses reasons and evidence to support particular points in a text.
3 rd	RL	(Not applicable to literature)
	RI	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
2 nd	RL	(Not applicable to literature)
	RI	Describe how reasons support specific points the author makes in a text.
1 st	RL	(Not applicable to literature)
	RI	Identify the reasons an author gives to support points in a text.
K	RL	(Not applicable to literature)
	RI	With prompting and support, identify the reasons an author gives to support points in a text.

Grade Level	Reading Standard #9	
CCR	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
11 th -12 th	RL	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
	RI	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
	RH	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	RST	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
9 th -10 th	RL	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
	RI	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
	RH	Compare and contrast treatments of the same topic in several primary and secondary sources.
	RST	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
8 th	RL	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
	RI	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
7 th	RL	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
	RI	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
6 th	RL	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
	RI	Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
	RH	Analyze the relationship between a primary and secondary source on the same topic.
	RST	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

5th	RL	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	RI	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
4th	RL	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
	RI	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
3rd	RL	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
	RI	Compare and contrast the most important points and key details presented in two texts on the same topic.
2nd	RL	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
	RI	Compare and contrast the most important points presented by two texts on the same topic.
1st	RL	Compare and contrast the adventures and experiences of characters in stories.
	RI	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
K	RL	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
	RI	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Grade Level	Reading Standard #10	
CCR	Read and comprehend complex literary and informational texts independently and proficiently.	
11 th - 12 th	RL	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
	RI	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
	RH	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
	RST	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.
9 th - 10 th	RL	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
	RI	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
	RH	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	RST	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
8 th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently
	RI	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.
	RH	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	RST	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
7 th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RH	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	RST	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

6 th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RH	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.
	RST	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.
5th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
	RI	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
4th	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3rd	RL	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently
	RI	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
2nd	RL	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	RI	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
1st	RL	With prompting and support, read prose and poetry of appropriate complexity for grade 1.
	RI	With prompting and support, read informational texts appropriately complex for grade 1.
K	RL	Actively engage in group reading activities with purpose and understanding.
	RI	